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GUIDEBOOK FOR TEACHERS.

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HARDY COUNTY SCHOOLS, MOOREFIELD, W.VA.

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DESCRIPTORS- *LOW INCOME GROUPS, PROGRAM CONTENT, *PROGRAM PROPOSALS, SOCIAL ADJUSTMENT, COMMUNICATION SKILLS, CULTURAL ACTIVITIES, HEALTH ACTIVITIES, PHYSICAL ACTIVITIES, FIELD TRIPS, LUNCH PROGRAMS, PARENT PARTICIPATION, *CURRICULUM EVALUATION, *PRESCHOOL PROGRAMS, *ENRICHMENT PROGRAMS,

THIS DOCUMENT IS A GUIDEBOOK FOR PRESCHOOL TEACHERS. PREPARED BY STAFF MEMBERS OF THE HARDY COUNTY, WEST VIRGINIA SCHOOL SYSTEM, IT DELINEATES THE OBJECTIVES AND BASIC FORMAT OF A PRESCHOOL ENRICHMENT PROGRAM. THE PROGRAM IS DESIGNED AS A PREPARATORY ENRICHMENT EXPERIENCE FOR CULTURALLY AND ECONOMICALLY DEPRIVED CHILDREN WHO, WITHOUT SUCH A PROGRAM, WILL BEGIN FORMAL SCHOOLING WITH A MENTAL AND SOCIAL PERFORMANCE LEVEL SIGNIFICANTLY BELOW THAT OF CHILDREN FROM MIDDLE AND HIGH INCOME FAMILIES. A DETAILED BLUEPRINT OF THE PROGRAM PLAN IS PRESENTED. INCLUDED IN THE PRESENTATION IS INFORMATION REGARDING (1) THE PROJECT PERSONNEL, (2) A SUGGESTED DAILY SCHEDULE FOR THE THREE HOUR PRESCHOOL SESSION, (3) A SUGGESTED LIST OF MATERIALS AND SUPPLIES, AND (4) A SUGGESTED CURRICULUM. THE SUGGESTED CURRICULUM ITEM IS TAKEN UP IN SOME DETAIL AND INCLUDES A DISCUSSION OF SUCH ASPECTS AS (1) THOSE CLASSROOM EXPERIENCES NECESSARY IN ESTABLISHING THE BASIC MENTAL, PHYSICAL, AND SOCIAL PATTERNS THAT WILL BE REQUIRED IN REGULAR SCHOOL, (2) THE TEACHING OF SOUND HEALTH PRACTICES, (3) FIELD TRIPS, (4) A NUTRITIONAL LUNCH PROGRAM, AND (5) MONTHLY PARENT DISCUSSION GROUPS. THE GREATEST EMPHASIS OF THE SUGGESTED CURRICULUM IS WITH ITEMS ONE AND TWO, THE DEVELOPMENT OF A COMPREHENSIVE, ALTHOUGH NOT EXHAUSTIVE, OUTLINE OF POSSIBLE CLASSROOM EXPERIENCES OR ACTIVITIES. TWENTY-FIVE SUCH CLASSROOM EXPERIENCES ARE TREATED IN THE DOCUMENT, WITH MENTION OF SEVERAL SUBPOINTS UNDER EACH. (WD)

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PRE-SCHOOL PROGRAM

IN HARDY COUNTY, WEST VIRGINIA

UNDER THE

OFFICE OF ECONOMIC OPPORTUNITY

COMMUNITY ACTION PROGRAM

GUIDE BOOK FOR TEACHERS

HARDY COUNTY SCHOOLS

KENNETH FRYE, SUPERINTENDENT
MOOREFIELD, WEST VIRGINIA

MARCH 1965

INTRODUCTION

The pre-school program in Hardy County is being initiated as a project of the Community Action Program under the Office of Economic Opportunity.

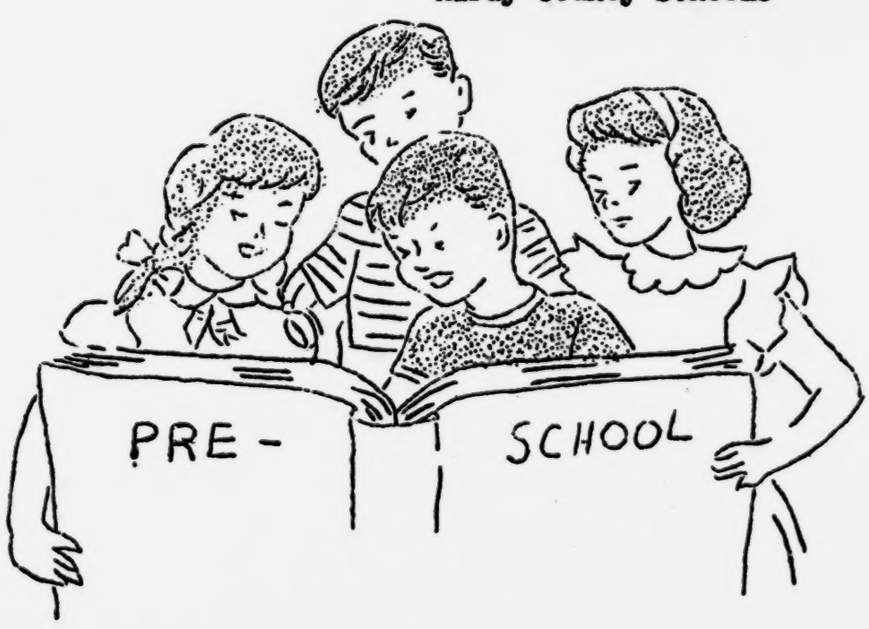
The purpose of the project is presented on the next three pages of this guidebook.

The information herein has been prepared and is offered with the hope that it will provide a clear understanding of the objectives of the program, the responsibility of agencies and individuals involved, and suggestions for attaining the goals as outlined.

The material has been assembled under the pressures of meeting deadlines with the help of a limited staff. Omissions will most likely become apparent as its use is extended. It is not intended as a complete program; rather as a guide with which a program can be developed.

Members of the Hardy County Board of Education office staff have spent numerous hours in the preparation of the material and assemblage of this booklet. Special credit is due Miss Blanche Hinkle for her efforts in preparation of the material and in organizing the classes. Mrs. Polly Ours has also made vital contributions in helping to make these classes and this guidebook a reality. Appreciation is extended to all those who have worked so hard and long for the benefit of this program.

Kenneth Frye, Superintendent
Hardy County Schools



CAP 7.2

PROJECT VII
A COMMUNITY ACTION PROGRAM PROJECT PROPOSAL FOR A PRE-SCHOOL PROGRAM IN THE RURAL COMMUNITY OF HARDY AND MINERAL COUNTIES, WEST VIRGINIA

I. PURPOSE

This phase of the Community Action Program is designed to help children of low income families by establishing a school readiness program whereby they can begin their formal schooling without substantial handicaps.

II. OBJECTIVES

Believing that the lack of satisfactory progress in school is a cause of school dropout and that a pre-school program will improve the performance of many children from low-income families and hence assist in breaking the poverty cycle, this project is designed to achieve the following.

A. To aid the child to become socially adjusted to a school situation.
B. Provide activities to develop communicative skills.
C. To provide a cultural background by making music, stories, poems, and art familiar to them.
D. To teach sound health practices.
E. To teach respect for courtesy and rights of others.
F. To provide activities which would develop muscular and motor dexterity.

III. NEED

In many cases, children from low income families do not receive stimulation for learning in the home. Without this stimulation, the child begins his formal schooling with handicaps which are hard to overcome. This fact is proven in figures from the County Board of Education in Hardy and Mineral Counties. From 237 first grade pupils enrolled in Hardy County during the 1963-64 school year, 77 of them failed to complete the first grade reading class. Mineral County figures show 520 first grade pupils enrolled for the 1963-64 school year with 57 of these pupils failing to complete the first grade. Those failing were almost 100% from homes of the disadvantaged. Many children of the low income families live in homes where they do not learn habits of cleanliness and neatness. They do not eat well balanced meals which are conductive to healthy living and rapid learning.

There is little, if any, reading materials in the home. There is limited conservation among family members. This definitely limits the child's vocabulary and his ability to communicate.

These children are often isolated and have not learned the habits of give and take, or the common courtesies necessary to live in a civilized society.

Project VII CAP 7.2

IV. THE PLAN

As a beginning two centers of need in each county (a total of 4) will be selected. As rapidly as possible, six additional centers will be selected. The need will be determined by:

A. Number of pre-school children in area.
B. Number of these children on welfare.
C. Facts from Board of Education concerning school children in these areas.
D. Facts from county welfare office.

A meeting place for each center will be selected according to the facilities in the community.

A qualified teacher will be employed for each center. Any necessary training needed by the teacher to work with this age group would be provided. Homes of pre-school children will be visited by the teacher. This will acquaint the teacher with the background of the children as well as encourage the children to enroll in the pre-school program. Transportation for children to and from center will be provided. This pre-school program would be held three hours per day, five days a week, for a period of nine months. A curriculum will be established which will include:

A. Class room experience

1. Background and readiness experiences of school situations.
2. Visual and auditory skills.
3. Motor skills concomitant to age.
4. Social skills.
5. Care of property and respect for authority.
6. Sound health practices.

B. Field trips arranged to supplement the regular class room programs.

C. A good nutritional lunch program.

D. A discussion group of parents, whose children were involved, to be held once a month. At this time parents may view:

1. Exhibits of articles made by children
2. Special programs presented by children, and
3. Slides or movies on children's activities.

The progress of children in the pre-school program will be followed through the first three grades to determine.

A. Readiness for school
B. Reading skill and use of language, and
C. Ability to get along with others

PROJECT VII CAP 7.2

This evaluation of results will assure that the curriculum is continuously adjusted to best achieve the objectives of the subject.

V. ADMINISTRATION

The project will be administered by the county boards of education in the two participating counties, in cooperation with the over-all CAP Administrator.

VI. EVALUATION

It is anticipated that an evaluation of each phase of the project and a final evaluation will be made by West Virginia University Appalachian Center for Studies and Development.

CAP 7.3.1

The county boards of education in the two county area will assume full responsibility for general administration of the project through the county superintendents office in cooperation with the CAP administrator. They will be responsible for: transportation, including buses, bus drivers and scheduling; hiring of teachers; curriculum planning; supervision; hot lunches, and providing classrooms, as provided in the project.

CAP 7.7.2

The entire non-federal share of this project will be furnished in kind, by the county boards of education in the two-county area. This share will be furnished in school rooms in each community for carrying on the pre-school project.

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PRE-SCHOOL PROGRAM - MARCH 1965 - JUNE 1965

Center	Location	Phone	Teacher
Fort Run	Dover School	Lost River 897-2906	Mrs. Evelyn Parsons
Moorefield	Church of the Brethren	Le8-6311	Mrs. Leona Keller
Rig	Oak Dale School	Lost River 897-2931	Mrs. Elaine Gamble
Wardensville	War Memorial Building	Wardensville 2895	Mrs. Peggy Haney

EMPLOYED PERSONNEL

		Phone
Teachers:	Mrs. Elaine Gamble Elm Street Moorefield, W. Va.	Le8-6274
	Mrs. Peggy Haney Presbyterian Manse Wardensville, W. Va.	Wardensville 4183
	Mrs. Leona Keller Moorefield, W. Va.	Le8-6076
	Mrs. Evelyn Parsons South Fork Route Moorefield, W. Va.	Lost River 897-2950

BUS DRIVERS

		Phone
Dover & Moorefield	Junior Cullers Moorefield, W. Va.	
Oak Dale	Lyle Hardy Rig, W. Va.	Lost River 897-2901
Wardensville	Winfred Miller Rock Oak, W. Va.	Lost River 897-2797

BEGINNING MATERIALS and SUPPLIES

The following materials and supplies are being provided each class at the outset. These are somewhat limited, but will serve as a start. Other items needed will be provided upon request so long as their use is in keeping with the project objectives and they can be made available within the budget allowance.

Coloring books - one for each child.
Toys - some suitable for girls, some for boys, and some for either.

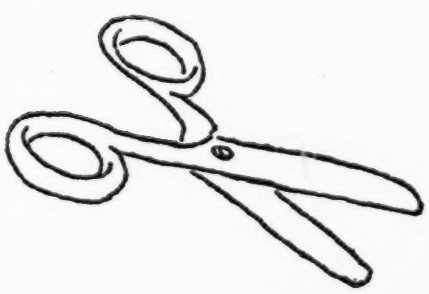
Jumping ropes
Modeling clay
Large, plastic balls
Picture puzzels
Story books
Ruler
Yardstick
Felt marker
Blunt scissors
Rubber bands
Erasers
Toilet tissue
Paper towels
Bar soap
Facial tissues
Paste
Masking tape
Scotch tape
Mimeograph paper
File folders
Paper clips
Manilla paper 17" x 22
Newsprint
Notebook
First aid materials
Crayons
White & colored chalk
Primary pencils
Pencil sharpener
Flag and flag holder
Napkins
Straws

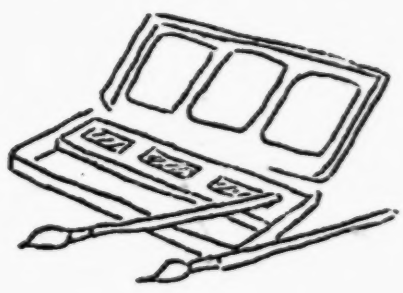
****

Plan A Good Day For Children

1. "Plan some time to be the child's own.
2. Plan for a balance of activities.
3. Plan for individual children insofar as possible.
4. Plan to prepare children for the unusual.
5. Plan for some periods during the day when children can work at activities that require little supervision.
6. Plan for enough sameness in the daily schedule to give children security."

Teaching young children - Gans. pp. 102-104.





POSSIBLE DAILY PLAN

First 15 minutes:

Snack on arrival
Greetings
Plan for the day with the children

Next 45 minutes:

Work and Activities Period
Clean-Up Time

Next 15 minutes:

Physical activities

Next 30 minutes:

Rest Period--Stretch out when facilities will permit--Listen to stories, poems, and recordings.

Next 15 minutes:

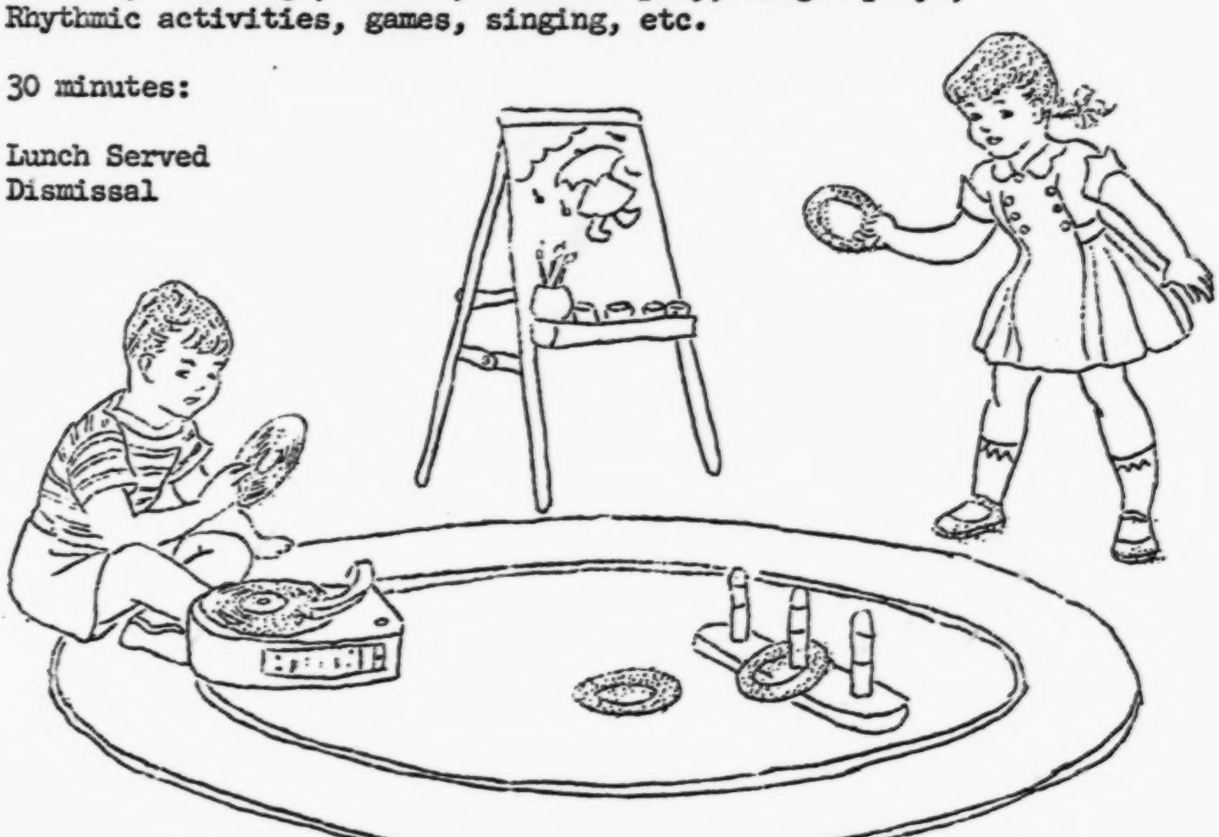
Free choice activity period

Next 30 minutes:

Variety Period--
Stories, "Sharing", dramas, dramatic play, finger plays, Rhythmic activities, games, singing, etc.

Last 30 minutes:

Lunch Served
Dismissal



CURRICULUM

The description of Project VII lists the general objectives for this program as follows:

A. To aid the child to become socially adjusted to a school situation.
B. Provide activities to develop communicative skills.
C. To provide a cultural background by making music, stories, poems, and art familiar to them.
D. To teach sound health practices.
E. To teach respect for courtesy and rights of others.
F. To provide activities which would develop muscular and motor dexterity.

It furthur calls for a curriculum to be established which will include:

A. Class room experience

1. Backgound and readiness experiences of school situations.
2. Visual and auditory skills.
3. Motor skills concomitant to age.
4. Social skills.
5. Care to property and respect for authority.
6. Sound health practices.

B. Field trips arranged to supplement the regular class room programs.

C. A good nutritional lunch program.

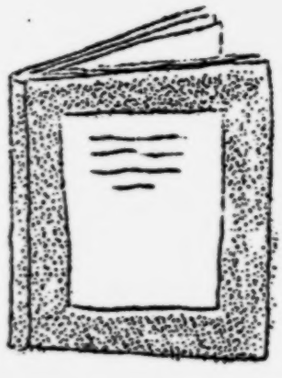
D. A discussion group of parents, whose children were involved, to be held once a month. At this time parents may view:

1. Exhibits of articles made by children.
2. Special programs presented by children, and
3. Slides or movies on children's activities.

The experience outline which follows is intended to present a brief, over-all design for developing the objectives set forth in the program.

Adjusting to a School Situation
1. Orientation to class room
2. Orientation to school plant
3. Orientation to school routine
4. Orientation to group situations

Adjusting to Group Living
1. Taking turns
2. Waiting in line



3. Sharing materials
4. Doing things for oneself
5. Participating in group games

Establishing and Practicing Good Health Habits
1. Food habits
2. Keeping body and clothes clean
3. Outdoor play
4. Indoor play
5. Observing rest period
6. Posture
7. Using handkerchief

Vocabulary Development
1. Speaking vocabulary
2. Listening vocabulary

Making Choices
1. For oneself
2. For one's own group
3. For the entire group

Learning about Community Helpers
1. Immediate community
2. Larger community

Muscular Development
1. Large muscles
2. Left to right movement
3. Eye-hand coordination
4. General coordination

Rhythmical Expression
1. Bodily movements
2. Rhythm instruments
3. Poetry
4. Music

Listening
1. To teacher
2. To other pupils
3. To other adults
4. Music
5. Poetry
6. Stories
7. Other sounds

Oral Communication
1. With teacher
2. With other pupils
3. With group members
4. With entire class
5. With others

Participation in Games
1. Finger plays
2. Spontaneous play
3. Group games
4. Original games
5. Dramatic play

Construction
1. With paper
2. With cartons
3. With clay
4. With other media

Eating Together
1. Snacks
2. Lunch
3. Refreshments

Trips
1. On Playground
2. Nearby area

Dramatizations
1. Based on stories heard
2. Based on experiences
3. Based on original ideas

Story Telling
1. Original stories
2. Retell stories listened to
3. Experiences retold

Make-Believe
1. Dress-up
2. Role playing

Marching
1. To music
2. To counting
3. To rhythm instruments

Practicing Common Courtesies
1. In classroom
2. In school
3. On the playground
4. On the bus
5. In line
6. At home
7. Other places

Creative Expression
1. Original stories
2. Drawings

3. Paintings
4. Clay modeling
5. Finger painting
6. Dramatization
7. Role-playing
8. Rhythm instruments
9. Bodily movements
10. Dramatic play
11. Spontaneous play
12. Free Choice Period

Developing Number Concepts

Developing Concepts of Time

Developing Concepts of Distance

Developing Concepts of Size

Developing An Awareness of Safety Needs

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"Children can use paints and crayons to express absorbing experiences and preoccupations which they are not yet able to express in words. Sometimes this may be because the experiences are still at a <u>feeling</u> level not sufficiently clarified to express in words, or again it may be that children of this age have not sufficient vocabulary to express their feelings which are, nevertheless, impelling and forceful..."

<u>Painting and Personality</u>, Alschuler and Hattwick p. 5.

The following activities may be used in the classroom, on the playground, or in the community for further developing the Experience Outline:

Dramatic Play
Finger Plays
Spontaneous Play
Visitors to class: Doctor, nurse, mailman, milkman, fireman, etc.
Construction activities
Manipulation of simple books and toys
Games
Eating in small groups rather than in individual desks
Simple room housekeeping
Trips
Simple cooking--applesause, jello, salads, etc.
Drawing
Painting
Coloring
Paper cutting
Pasting
Sewing cards
Simple weaving
Physical fitness activities
Rhythmic activities
Dramatizations
Story Telling
Listening to stories, poems, rhymes, music and various other sounds.
Finger painting
Make-believe, dress-up, etc.
Practicing good health habits
Sharing
Practicing the common courtesies
Choral reading
Role-playing
Looking at books and magazines
Nonsense rhymes and jingles
Marching
Field Trips

CURRICULUM EXPERIENCES AND ACTIVITIES

The curriculum suggestions which follow are developed as possible ways and means of using the activities to carry out the experiences asked for in the project description.

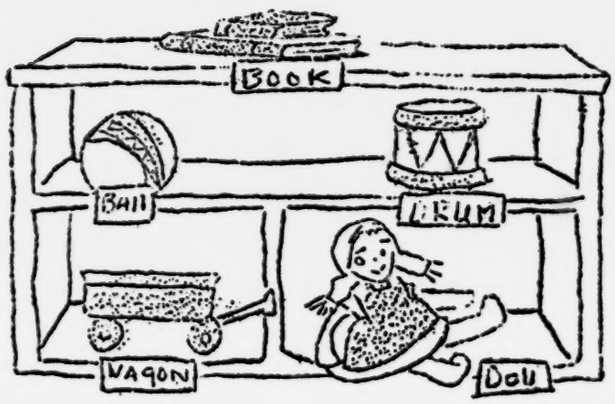
No attempt should be made to push the children into regular first year school work, but every effort should be put forth to provide experiences of readiness which could lead to a smooth transition into a formal school program in the fall.

Many important skills such as visual perception, visual and auditory discrimination, recognition of colors, correct pronunction of words, correct enunciation of parts of words, etc. are not mentioned as separate entities, but many of the suggested activities are designed to foster their development.

The experiences are not numbered lest it appear that one is more important than another. The plan is not exhaustive or all-inclusive, neither is it intended to be followed chronologically or verbatim. It will serve its purpose if it is used as a guide and a stimulus to profitable, purposeful classroom activities.

Because of the necessity to develop a curriculum in a short time, with a limited amount of resource materials, extension and revision may be disirable. Each person using the curriculum may have a part in this by suggesting additions and revisions as the need for them becomes apparent.

CLASS ROOM EXPERIENCES

EXPERIENCES	ACTIVITIES OR COMMENTS
Adjusting to a school situation	
1. Orientation to classroom	A. Label items in the room. The teacher makes the labels which can be attached to objects with masking tape. The purpose is to help children realize that objects have names by which they are identified. (Make no attempt to teach recognition of the words.)
	B. Find one's place in the room-seat, a place for wraps, etc. C. Learn where to put personal items. D. Learn where to go for materials when they are needed. E. Learn how to use and care for items in the room. F. Become familiar with any safety measures that are needed.

****

2. Orientation to school plant

A. Learn where toilets and drinking fountains are, and how to use them.

B. Learn the purpose of each part of the building.

C. Practice finding one's way around the building and the playground.

D. Watch other pupils pass through halls, up and down steps, etc.

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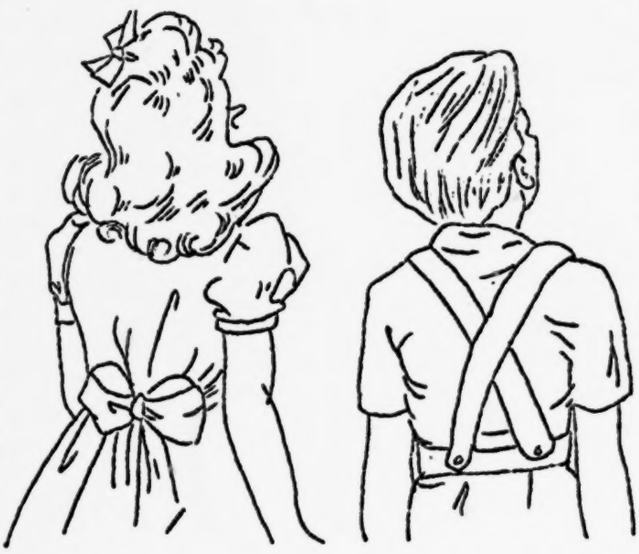
3. Orientation to school routine



A. Learn when to sit down and listen.

B. Learn when one may move around in the room.

C. Learn to distinguish and use "inside voice" and "outside voice."

D. Learn how to move through the room quietly.

E. Learn when one may go outside of room.

F. Learn where to walk when going in and out of the building and through the halls. (Children of this age respond well to walking with a partner and holding hands)

****

4. Orientation to group situations

A. Practice waiting turns at the fountain, lavatory, etc.

B. Learn to do what others in the group do at a given time. (This will vary. Less mature children will not perform well as members of a group.)

C. Wait to start eating until all are served.

D. Learn to get ready on time.

E. Learn to stay with a task until it is finished.

F. Learn to listen rather than to interrupt.

****

Adjusting to Group Living

1. Taking turns

   A. Wait for one's turn to talk, get drinks, be served, etc.

   B. Practice waiting one's turn to wrap up, leave the room, etc.

   C. Each one should learn to do his share of the room chores.

****

2. Waiting in line

   A. Practice standing in line until name is called, color strip is shown, or one is tagged.

   B. Watch other school pupils as they stand in line and wait.

   C. Let various children serve as line leaders from time to time.

****

3. Sharing materials

   A. Two people may work together on a task. (Less mature ones will not respond readily to this. They should not be forced. This comes with maturity).

   B. Have a "common box" for scissors, crayons, etc.

****

4. Doing things for oneself

   A. Practice taking off wraps and putting them at a designated place.

   B. Practice tying shoe laces, buttoning buttons, zipping zippers, etc. (Practice materials for this can be made by hand very easily).

   C. Learn to keep clean.

   D. Practice taking boots off and putting them on again.

****

5. Participating in group games

   A. Children may take turns deciding what game will be played, what story dramatized, what nursery rhyme will be acted out, etc.

B. Children may take turns being specified characters.

C. Each child learns "to act the part" for which he is chosen.

D. Children should learn to play circle games, hold hands, etc.

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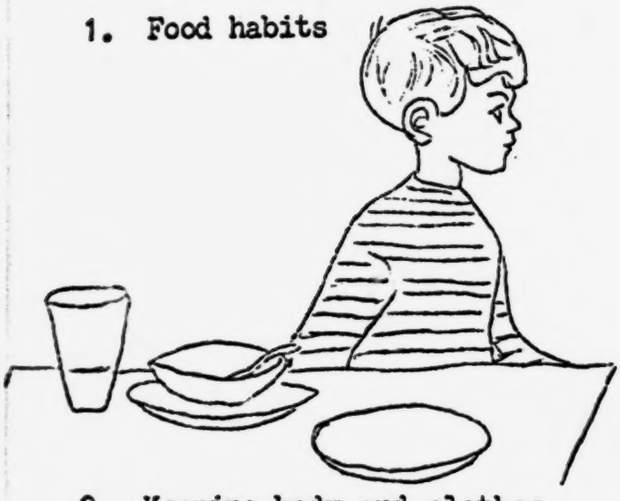
Establishing and Practicing Good Health Habits

1. Food habits



A. Practice tasting new foods when they are served for lunch.

B. Encourage "clean plates" at lunch time.

C. Discourage giving away food that is not a favorite.

D. Keep weight records and talk about them.

****

2. Keeping body and clothes clean

A. Have daily check for cleanliness. Have wash cloths and soap available so those who need to do so may clean up at school.

B. The teacher will need to supervise handwashing and drying after using toilet and before snacks and lunch. Soon children can fit into doing some of this "supervising."

C. Cover clothes with smocks or aprons to keep clothes clean when painting, finger painting, etc.

D. Encourage children to look in mirror when they are especially neat and clean to see how nice they look.

E. Mention frequently how well we feel when we are clean and neat.

F. Encourage toothbrushing. Demonstrate how this should be done. It may be desirable to provide for this at school.

G. Look at pictures showing clean bodies and clothing. Use them for posters.

****

3. Outdoor play

A. Learn games to play out-of-doors.

B. Learn how to dress for being out-of-doors on days of various kinds of weather.

C. Find and cut out pictures to use for posters showing how to dress for the various kinds of weather.

D. Stress, teach, or reteach any safety measures that need to be observed during outdoor play.

****

4. Indoor play

A. Learn new games together that can be played indoors.

B. Children should help decide which "favorite" games are played.

C. Have frequent "bend and stretch" breaks.

D. Be constantly aware of safety practices.

****

5. Observe rest period

A. Learn to rest quietly without talking.

B. Insist that as soon as facilities permit, everyone remains lying down during rest period.

C. Listen to quiet music during some rest periods.

D. Read or tell stories to children while they rest. This can be varied by having a pupil from the school who can do this well, tell the stories or read.

****

6. Posture

A. Look for pictures that show people standing, sitting, and walking "tall."

B. Practice sitting, standing, and walking "tall."

C. Make posters, charts, and displays to remind children of comfortable posture.

****

7. Using handkerchief

A. Provide tissues for children who do not have "hankies."

B. Make rhymes about using the handkerchief.

C. Make stories for experience charts about the use of the handkerchief.

D. Make posters and displays about this.

****

Vocabulary Development

1. The speaking vocabulary

A. Let children talk about themselves and their experiences. They must talk, talk, talk, and then talk some more. Do not correct errors or ask for complete sentences. The children must feel free to express themselves first. However, the teacher should speak in sentences, and if she needs to restate what the child has said, she will say it correctly. After freedom of expression is developed, correctness can be worked on, but this must be done gradually.

B. Name objects in the room many times. This may be done in unison or by individual children. There is no attempt at this time to teach word recognition of the labels on objects.

C. Look out of windows and identify objects seen. If more than one name could be given the object, point this out.

D. Children and teacher may bring objects to class for sharing.

E. Dramatize stories and nursery rhymes.

F. Encourage children to tell stories about what is being done in pictures they find or ones that they make. The teacher will move her hand from left to right as the picture is talked about, but no issue is made of this.

G. Encourage children to tell original stories.

H. Make daily use of teacher-pupil planning which involves talking and listening.

I. Make daily "Experience Charts" for which children will tell the teacher what to write. At first expect no more than one short sentence in the story. After the children give the "story", the teacher will write it on the board or chart paper. Then the children will "read" it with the teacher as she sweeps her hand under it from left to right. No attempt is made at word recognition. The children can "read" it because they have said it.

J. Let a child choose the game to be played and tell the others how to play it.

K. Supply a word needed by a child if he seems to hesitate to find the word he needs.

L. Let a pupil tell the story after the teacher has read it or told it. Small children like repetition and will listen to the same story again and again.

M. Have a progressive story. One child starts a story. Each child in turn adds something to it. (No child should be pressured into participating if he is not anxious to do so.)

N. The teacher rereads or retells a story that is familiar to the children. At her pauses, the children fill in with words, sounds, actions, etc. in unison.

O. Learn new songs. Learn to pronounce the words correctly and clearly. If a word is in the child's experience, its meaning may be explained.

P. Do choral reading with the children. Use familiar poems or rhymes.

****

2. Listening vocabulary

A. Explain meanings of words that children will hear in listening to stories, poems, songs, etc. This is done in ways that children can understand.

B. Ask children to listen for a word that rhymes with_____, means _____, reminds them of _____, etc. "Listen for a word that makes you think about your pet.", etc.

C. Have children listen for the ways a character in the story says something. Let the children pretend to be that character and say it the same way.

D. Use pictures, activities, objects, etc. to clarify word meanings that will be heard in the listening experience.

****

Making Choices

1. For oneself

A. On many occasions the child may choose a color to use, where to display his work, what character he wants to be, where to sit, what book to look at, which game he wants to suggest for the group, which song to sing, etc.

B. At least once every day, each child should have the privilege of choosing the activity he will do and the child, if any, he wants with him.

C. During clean-up period, a child may choose which part of the work he wants to do.

****

2. For one's own group

Many of the opportunities listed above for the individual will also apply to the situation where two or more form a group. The difficult thing for children to comprend when there are two or more working is that neither one can have his wishes granted all the time.

****

3. For the entire group

Much of the above will apply when there is total group activity and planning. All children have preferances, but only one can be honored at a time. Each one will have his choice honored before long.

****

Learning About Community Helpers

1. Helpers in the immediate community

Possibilities:

The principal
The other teachers
The cook
The janitor
The bus driver
The storekeeper
The milkman
The mailman
The truck driver
The minister

A. When possible, have one of these persons visit the class. The visit is planned, looked forward to, and followed up with an activity.

B. Use or make up, stories, songs, poems, etc. about these helpers.

C. Visit any of these when practical.

D. Learn something about where each works, and what is done.

****

2. Helpers in the larger community

Possibilities:

Policeman
Doctor
Nurse
Dentist
Fireman
Etc.

The activities used for local helpers will also apply here. However, more vicarious experiences will likely have to be used for this group of helpers.

****

Muscular Development

1. Large muscles

A. Play games with a large ball which children will pitch and catch.

B. Use some calisthenics that are suitable for youngsters of these ages for a brief period every day.

C. Make use of the balance beam.

D. Have rope jumping activities.

E. Take walks.

F. Play action games.

G. March to music.

H. Use construction activities.

I. Use a "punch bag."

****

2. Left to right movement

A. The teacher sweeps her hand in this direction whenever referring to experience charts, pictures, labels,etc.

B. Teach that one looks at pictures on the left hand page before he does the ones on the right hand page. It is not necessary to use the expressions "left hand" page and "right hand" page. It may be referred to while demonstrating as "this page" and then "that page."

C. Eventually teach "handedness" to those who are mature enough for it by such songs as "Looby Loo."

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3. Eye-hand coordination

A. Practice cutting on the line.

B. Practice coloring inside the lines.

C. Use "push out" and "stick on" booklets for work periods.

D. Practice bouncing a ball.

E. Practice rope jumping.

****

4. General coordination

A. Use calisthenics which are appropriate for children of this age.

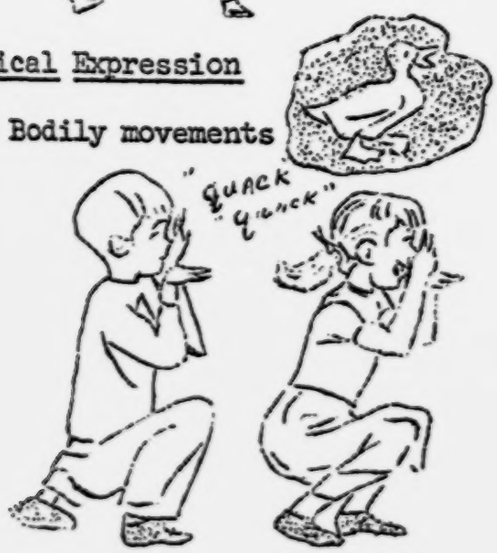
B. March to music, counting, etc.

C. Encourage participation in games.

****

<u>Rhythmical Expression</u>

1. Bodily movements



A. Motion songs.

B. Swing and sway to music.

C. Pretend to be: waves, wind, airplane, elephant, etc., and move accordingly.

D. Pantomine and ask the others to guess who or what is being represented.

E. Play action games.

F. Play singing games.

****

2. With rhythm instruments

A. Permit child to choose the rhythm instrument and decide when he wants to play it during singing or listening to music.

B. Learn to play rhythm instruments in a prescribed way.

C. Use a variety of instruments with children changing from time to time so as to have experiences with many of them.

****

3. With poetry

A. Children may tap rhythm of a poem as the teacher reads.

B. "Read" poems in unison.

C. Let children add rhyming lines to poems or nursery rhymes they already know.

D. Let children make sounds in unison that fit into the poem as it is read by the teacher.

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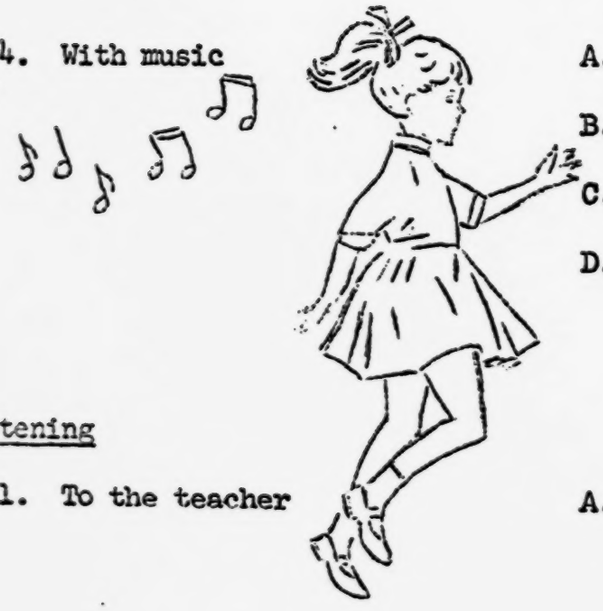
4. With music



A. Do simple calisthenics to music.

B. Act out songs as they are sung.

C. Learn simple dances.

D. Make up motions for new songs as they are learned.

****

Listening

1. To the teacher

A. Use games to develop this skill. Simple instructions to be carried out can be given as "Stand by the table," "Stand up," "Sit down," etc.

B. Children listen as teacher reads. Always give a purpose for listening- as, "Listen to find out what scared Joe."

C. Teach waiting until others have finished speaking before beginning.

D. The teacher should use a soft voice. Children respond better to this than to a loud voice.

E. Have children listen so as to be able to retell what the teacher has read or said.

F. Use the record player and recordings to speak sometimes in place of the teacher.

G. The teacher reads. Pupils listen so they can supply words or sounds needed to complete the rhyme or story.

H. Use parts of nursery rhymes. The teacher pauses and the children fill in the ending.

I. Play "Simon Says."

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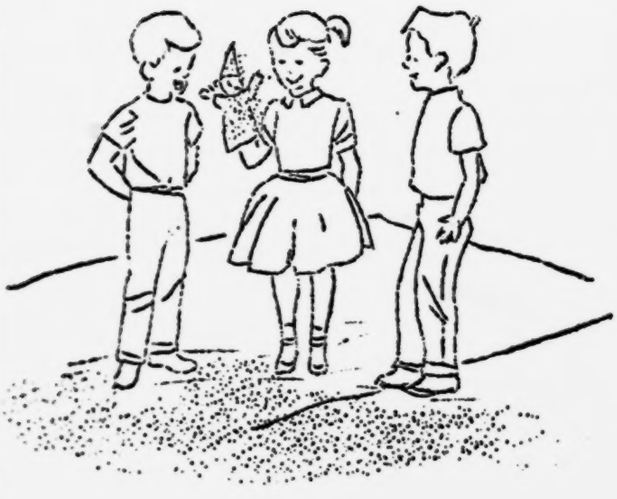
2. To other pupils



A. Make use of the progressive story. Each must listen so he can make his "line" to the story fit.

B. Listen as one tells the others how to play a game.

C. In dramatizing, each listens to the others so as to know when to do his part.

D. Listen as others tell how somebody in the story sounded when he was frightened, happy, etc. in order to be able to make it sound that way himself.

E. When a child serves as leader, others need to listen carefully in order to know what to do.

****

3. To other adults

A. When an adult is going to visit the class, plan some things the children will want to listen to find out. (Children can be expected to remember only one or two things.)

B. Plan one or two things each one needs always to remember when listening to a visitor. Review these each time before a visit.

C. Practice listening well enough to an adult to be able to tell others what was said.

****

4. To music

A. Listen and learn songs and motions from recordings.

B. Sway the body while listening to music.

C. Draw a picture of what one "sees" while he listens to music.

D. Listen in order to be able to tell the story in the song.

E. Listen in order to "come in" at the proper time when the children are directed to answer in song or in unison while a record is being played.

F. Listen to learn to identify or recognize familiar songs.

G. Listen to music and make up suitable motions to use with a song.

H. Learn simple dances. Listen in order to know when to do the various parts of the dance.

****

5. To poetry

A. Let the children "read" in unison with the teacher as simple, familiar poems are used.

B. Children can fill in familiar lines when teacher pauses-while reading favorite poetry.

C. Children can supply missing rhyming words as teacher reads poems.

D. Children can listen to a poem and then make a picture to show the story of the poem.

E. Do choral reading

****

6. To stories

A. Listen in order to be able to retell stories.

B. Listen in order to be able to act out the parts of the character of the story.

C. Listen to a story and then make a picture showing things that happened in the story.

D. Listen to develop a sense of order of events. Which happened first?, etc.

****

7. To other sounds

A. Listen with eyes closed and attempt to identify the sounds made by teacher-clap hands, tap pencil on desk, peck the board with chalk, etc.

B. Listen to records to hear sounds made on the farm, school, etc.

C. Go out-of-doors, keep quiet, and listen to kinds of sounds that can be heard.

D. Listen to distinguish loudest sound, softest sound, etc.

E. Pupils close eyes. One pupil makes a noise with some object in the room. Children open their eyes and try to identify the object used.

F. Learn to distinguish between rhyming and non-rhyming words.

****

Oral Communications

This will prove to be the main endeavor every day. Since children of this age are not yet writing, oral communication is their major means of self-expression. Practically every activity carried out during the day will be concerned with this. It will be noted that some children communicate better with other children than with adults. However, for some it is reversed.

Attention should be given to the children's ability, needs, and progress when communicating or when showing a need to communicate with:

A. The teacher
B. The other pupils
C. Members of a group
D. Members of the entire class
E. Other adults
F. Other children

****

Participation in games

Many activities will be carried out in the form of games. This aids children in relating to others, following instructions, expressing themselves, developing physically and mentally, sharing, helping, cooperating, making believe, developing coordination, etc.

Variety is helpful here. Some suggestions are:

A. Finger plays
B. Spontaneous play
C. Group games
D. Original games
E. Dramatic play

****

Construction

Children enjoy making things they see or hear about. Children will need help when planning and during the actual building. However, each one should be allowed to do just as much as he can alone as long as he doesn't push himself to the point of frustration.

Things that may be used for construction:

A. Paper
B. Cartons-both large and small ones.
C. Clay
D. Boards
E. Strips
F. Other media

Construction offers opportunities for planning, collecting materials and tools, learning how to follow instructions, using tools, working alone until a task is completed, working as a member of the group, and sharing in cleaning-up and putting away.

Construction offers children opportunities to sense satisfaction upon completion of the task at hand. This is important to them mentally, physically, and socially.

****

Eating together

This offers opportunities to learn a few simple social graces, to wait one's turn, to engage in simple conservation with others nearby, to learn to like new foods, to become aware of the need for eating some of all kinds of foods, et.

It seems better for small groups to eat together at a table rather than getting all children together at one place or having each one sit at his own desk and eat alone.

A. Make snack time and lunch time teaching situations as well as pleasant experiences.

B. Plan a party or two and serve refreshments. Children should help with the planning and serving.

C. A Spring picnic could be a worthwhile teaching opportunity.

****

Trips

1. On playground

   A. Explore all the things and places of interest on the playground.

   B. Learn how to play safely on all playground equipment.

****

2. To nearby areas

   A. Visit places of interest within walking distance of classroom.

   B. When additional help is needed to supervise the group when taking trips, some parent may be available. Volunteers near the school may be available.

****

Dramatizations

1. Based on stories heard

   A. After stories are read or told, children enjoy acting them out. They should be permitted to speak the lines as they want to rather than to rehearse lines. This offers opportunity to talk over the story and what each character was doing in it.

2. Based on experience

B. "Act out" nursery rhymes which lend themselves well to this type of activity.

C. Let some children do pantomimes protraying action in the story. Other children may guess which character is being shown.

****

A. Let various children pretend to be the community helper and act as if they are doing the helper's work with him or for him.

B. Children may retell an experience by choosing other pupils and together "acting out" what happened.

****

3. Based on original ideas

A. Allow children to be things or characters. They may demonstrate to class. Other children guess who or what it is.

B. Permit children to dress-up and let others guess what is represented.

****

Story-telling

1. Original stories

A. Use the progressive story-One child or the teacher starts a story. Each one adds something in turn.

B. All "make-believe" lends its self well to stories about what is being done.

C. Permit children to tell the story of the picture they make.

D. Use pictures to suggest stories to the children.

E. Children may tell the story, but "make-up" a different ending.

****

2. Retell stories listened to

A. Children may retell a story after they have listened to it.

B. Use the progressive story. Each one tells something that he remembers from the story.

C. Accept their stories, but work back over two or three events in the story and put them in the order in which they took place.

****

3. Experiences retold

A. Children will enjoy telling about their experiences following any class activity.

B. This is another place to work on re-telling events in order.

C. A child may tell the story as if he were one of the characters in it.

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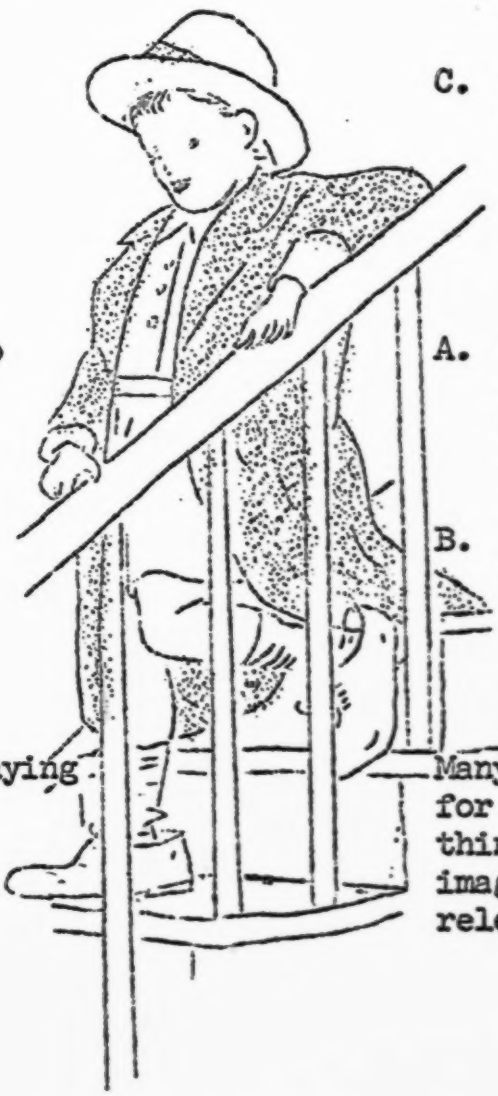

Make-believe

1. Dress-up

A. Children like "make-believe" or pretend. A box of items to be used when "dressing-up" should be kept in the classroom.

B. Use some "prop" when a character is being protrayed to make the situation more fun for the children.

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2. Role playing

Many of the activities listed above call for children to be somebody else or something else. This aids development of the imagination, and can lead to creativity, release of tension, etc.

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Marching

A. March to recorded music.

B. March to the rhythm of counting.

C. March to the rhythm of rhythm instruments.

****

Teaching the Common Courtesies

1. In the classroom

A. Practice saying "Excuse Me," "Pardon Me," "Please," etc. as the need arises.

B. Wait one's turn to speak, go out of the room, etc.

C. Teach respect for the property of others.

D. Practice serving others at a party, at snack time, or lunch time.

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2. In the school

Children will come in contact with the principal, other teachers, the cook, janitors, and other children. They need to learn to practice the courtesies due each of these.

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3. On the playground

A. Teach that safety not only helps us care for ourselves, but is a courtesy that is due others.

B. Take turns being the leader.

C. Teach simple ideas of sportmanship.

D. Learn to be a "good loser."

****

4. On the bus

A. Learn to get off and on the bus without pushing and shoving.

B. Learn to sit when riding.

C. Practice in the classroom saying "Pardon me" and "Thank you" as they will on the bus.

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5. Standing in line

A. Practice keeping hands off others while waiting in line.

B. Practice moving in line without "pushing" and "shoving."

C. Practice being quiet enough in line to hear directions from the teacher at any time.

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6. At home

A. Play house at school. Act out the common courtesies needed for each activity played.

B. Practice table manners which can be be used at home.

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7. Other places

A. Talk about courtesies at the store, church. lunch, and other places familiar to children.

B. In the event that a trip is being planned, remember to stress "things to do" in order to show good manners.

****

Creative Expression

Many activities listed above will offer opportunities for creative expression. Some of the possibilities are:

Original stories
Drawings
Paintings
Clay modeling
Finger painting
Dramatization
Role-playing
Rhythmic activities
Bodily movements
Dramatic play
Spontaneous play
Free choice period

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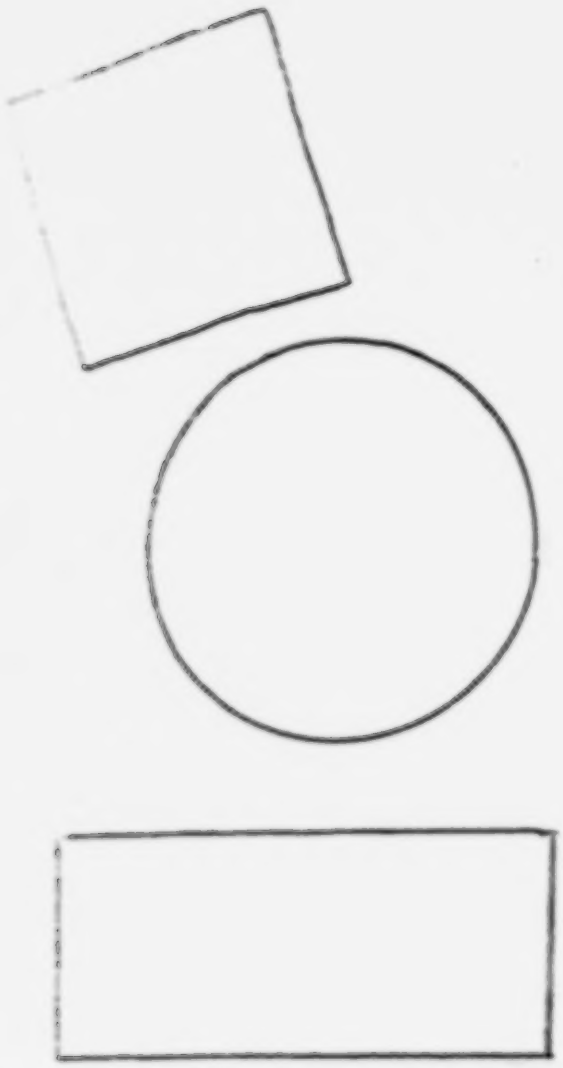
Developing number concepts

There is no value in learning rote counting beyond numbers for which the children have meaning concepts. Activities for building number concepts need to grow out of classroom experience.

A. One-to-one correspondence can be shown many times. A child beside each chair illustrates this without the need for counting how many. A napkin for each one at snack time, etc. develops this further.



B. Simple instructions: "Give one pencil to each child," etc. will be used often.

C. Use idea of "more" and "less" as situations arise. "How many more?" will be used, but will be kept within the limit of childrens' experience. Start with the idea of <u>one</u> and progress as children are able to.

D. Develop recognition of geometric figures: Circles, squares, trinagular shapes, rectangular shapes, etc. as they are used on flannel board or for other activities.

E. Use in meaningful situations, "some", "few", "many", "all", "none", etc. Encourage children to use these terms in descriptions, etc.

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<u>Concepts of Time</u>

A. Work with the ideas of "today", "tommorow", and "yesterday", when planning and in making experience charts.

B. Learn meanings of "on time", "late", and "early".

C. Work with the idea of "now"and "then".

D. Use clock face to show time on the clock when children do such things as come to school, get ready to go home, etc.

E. Teach as much about telling time as children can respond to.

****

<u>Concepts of distance</u>

A. Begin with idea of "here" and "there". This can be done through games, gathering work materials, putting materials away, etc.

B. Use "near", "far", "close to", "beside", in discussing trips, places visited, games, etc.

C. Play games involving concepts of "up" and "down".

****

Concepts of size

A. Call attention to objects in the room that are "big". Compare with "small" or "little" ones.

B. Learn other words that mean "big", "little", etc.

C. Find out what is meant by "tall", "long", and "short".

D. Work with objects that are "heavy" or "light".

E. Move on to comparisons: "taller", "longer", "heavier", etc. as children understand the meaning.

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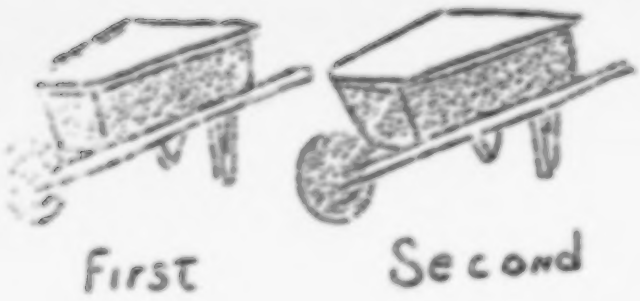
A sense of order



A. Develop ideas of "first", "second", "last", etc. when taking turns, arriving at school, finishing work, being in ones' place, etc.

B. Children should tell events in order when retelling a story or developing an experience chart.

C. Work with the ideas of "before" and "after" as situations arise that lend themselves to this.

****

Awareness of safety

Safety must be a part of all planning and each activity every day. Talking about it, demonstrating safe practices, talking about news events involving the need for safety, etc. will keep children aware of safety.

A. Learn the purposes of "School Patrol" and each child's responsibility when a patrol member is on duty.

B. Talk about and practice safety on the bus, on the playground, in the halls, etc.

C. Talk about safety at home whenever the situation presents itself.

FIELD TRIPS

Some field trips may be practical for each class. Most of these will be a simple walk out-of-doors. These offer possibilities for satisfying curiosity, problem solving, expanding pupils' first hand experiences, developing observation powers, and providing opportunities for practicing the common courtesies.

Guides for field trips:

1. Go only if there is a good reason for the trip.
2. Plan the trip carefully.
3. The teacher should make a preliminary trip.
4. Before the trip, the teacher and children should talk about where they are going, what they want to find out, as well as conduct and courtesy needed, etc.
5. Beware of hurrying small children too much. Do not expect them to be able to take in too much from one exposure.
6. Secure each parent's permission in writing before the trip, and have plenty of adult help at hand.
7. Follow-up the trip with classroom activities such as conversation, stories, pictures, experience charts, dramatization, "Thank You" notes dictated by the pupils and written by the teacher.

THE LUNCH PROGRAM

The regular Type A. School Lunch is provided for the pre-school children. This is a well-balanced nutritious lunch and all the pre-schoolers enrolled will participate. The school lunch program is part of the educational program and should be used to provide new learning experiences.

The school lunch program has several functions:

1. To provide a noon meal for all children that is nurtitionally adequate, tasty and satisfying;

2. To provide learning situations designed to improve eating habits;

3. To help children grow socially and emotionally;

4. To support the school program in physical fitness and health education;

5. To extend educational influence into the home.

To meet the requirements of the National School Lunch Program, the Type A Lunch must contain as a minimum these five foods:

1. 1/2 pint whole, fluid milk served as a beverage.

2. Two ounces of a protein-rich food.

3. Three-fourths cup serving of two or more vegetables or fruits or one vegetable and one fruit in raw or cooked form. This should include a Vitamin C-rich food daily and a Vitamin A-rich food twice weekly.

4. One slice of whole-grain or enriched bread or a serving of cornbread, biscuits, rolls, muffins, etc. made from enriched flour or meal.

5. Two teaspoons of butter or fortified margarine, used as a spread for bread, or as a seasoning or in the preparation of other foods.

Definite contributions can be made in the following areas by the school lunch program.

1. The establishment of desirable food habits.

2. The acquisition of a functional knowledge of nutrition.

3. The development of acceptable social graces and table manners.

4. The appreciation for aesthetic surroundings.

5. The practice of good citizenship.

6. The participation in desirable educational experiences.

7. The understanding of sound sanitary conditions and practice.

Suggestions:

The children should wash their hands before lunch is served.

Lunch time will provide a real-life situation for teaching cleanliness, group conduct, desirable food habits, development of acceptable table manners, conversation, etc.

Small enough portions of food should be given so the child can contemplate finishing and taking "seconds" if he wants. This applies especially when new or unfamiliar foods are part of the lunch.

Encourage the child to taste foods that are unfamiliar. Food that is disliked by one child should not be given to another child. This is not a good health practice and defeats the purpose of learning to eat a variety of foods. Even though some food waste may occur, the educational value is being increased.

If a party is being planned, the school lunch could be the refreshments. The cook should be informed so that a menu is planned including a special treat such as ice cream and cake (or iced cup cakes) and served to all school children and pre-schoolers eating lunch. A picnic could be planned with the help of the cook. Sandwiches, raw fruit and vegetables, dessert, and milk are suggested for a picnic lunch.

The pre-school children should have food soon after arrival at school to tide over the long period from breakfast to lunch. Some children are not given breakfast at home. A mid-morning snack is provided. Milk and saltine crackers (and/ or graham, Ritz, peanut butter and crackers, cheese and crackers, cookies) are served to the children. The snack should consist of a nutritional food. Children should be given small servings so that they will be hungry at lunch time. If a child does not want a full glass of milk in the morning, offer him a half glass and then give him more if he desires.

Each teacher should keep a daily record of the number of children, teachers and other adults eating the school lunch and the number receiving a one-half pint of milk in the morning. (Keep children and adults separate) This record is given to the principal of the school at the end of each month to be included with the school's lunch report. Each teacher will pay the regular adult price of the school lunch.

MONTHLY MEETING OF PARENTS

The Community Action Program plan includes provision for "a discussion group of parents, whose children are involved, to be held once a month."

In order to include working parents prehaps these meetings should be held at night. The teacher in each center will need to plan, announce, and conduct these meetings. Help is available from the Board of Education Office and other cooperating agencies.

These meetings could include:

1. A talk on a subject of interest which would be followed by questions and discussion.

2. A program presented by the children.

3. A panel explanation of the program.

4. Film or filmstrip on child care, children's characteristics, educational needs, etc.

5. A program designed to acquaint parents with the public school system into which their children will enter in the fall.

6. A "round-table" discussion between the teacher and the parents.

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